

# Maryland Libraries

SCHOOL LIBRARIES  
ASL and MLA FALL MEETINGS

**SUMMER-FALL  
1959**

**VOL. 25, No. 4**

**VOL. 26, No. 1**

Journal of the Maryland Library Association  
and the Association of School Librarians

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# MARYLAND LIBRARIES

Journal of the Maryland Library Association  
and the  
Association of School Librarians of Maryland

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Vol. 25, No. 4  
Vol. 26, No. 1

Summer  
Fall 1959

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Miss Iven Case, Guest Editor — A.S.L.M. News

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September 12, 1959

## Dear School Librarians

The fall term has begun and we are looking forward to our very important luncheon meeting on October 16, 1959. This is an opportunity for you to attend and have a voice in the affairs of your organization. More than two hundred fifty attended our meeting last October, and as the number of school librarians increases in the state, we would like to see a larger number attend our meetings and join the organization.

It is hoped that you all had a pleasant and profitable summer. Many of you were able to attend the ALA Convention in Washington, D. C. this year and from all reports found it most inspiring. Even now you may be planning to go on to Montreal next year. In between times, be sure to keep posted on our own A.S.L.M. mid-year meeting.

As this issue of MARYLAND LIBRARIES is for you, we are including highlights of the October meeting, the Executive Board meetings, and the Treasurer's Report.

Do have a highly successful year. I'm looking forward to seeing you at Towson's Junior High School on October 16th.

Sincerely yours,

Olive Mumford, President  
Association of School Librarians of Maryland

### ASSOCIATION OF SCHOOL LIBRARIANS OF MARYLAND

#### TREASURER'S REPORT

OCTOBER 1, 1959

October 1, 1958

Balance Brought Forward		\$ 610.93
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Receipts:

Dues	\$ 446.50	
M.S.T.A.	50.00	
Luncheon	391.50	
Bus Fares	31.00	
		\$ 919.00
		\$1,529.93

Disbursements:

Gratuities	\$ 100.25	
Luncheons	391.50	
Maryland Libraries	150.00	
Meeting Expenses	37.63	
Stationery, Postage, etc.	61.99	
Bus Fares	39.80	
Scholarships	400.00	
		\$1,181.17

October 1, 1959—Total		\$ 348.76
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Respectfully submitted,

October, 1959

Margaret Rohrer,  
Treasurer

**MARYLAND STATE TEACHERS ASSOCIATION**  
**October 15, 16, 17, 1959**  
**DEPARTMENTAL MEETINGS**

**School Librarians**

Friday, 12:30 P.M. .....Cafeteria, Towsontown Junior High School  
 938 York Road, Towson

**Luncheon and Group Discussions**

Luncheon and Group Discussions.

1. "The New ALA Standards for School Libraries"
2. "The Library and the National Defense Education Act"
3. "Formation of Plans for Regional Meetings"
4. "The Librarian and Professional Organizations"
5. "The State Organization of Student Library Assistants"
6. "Place of the Pupil Assistant in the Elementary School Library"

Presiding: OLIVE MUMFORD, President, Association of School Librarians of Maryland, Chairman

**Bus Transportation**

Round trip bus transportation will be provided from the Armory to Towsontown Junior High School for one dollar (\$1.00), payable upon entering.

**Directions To Towsontown Junior High School**

Drive out York Road (Greenmount Avenue) into Towson. At Hutzler's Department Store, continue on *York Road*. Pass a Fire Station at the bottom of the hill—you will see the school on the left, turn left into the parking lot. Address is 938 N. York Road.

— — — — — **DETACH and MAIL** — — — — —

Luncheon reservations and dues should be sent to: Mrs. Margaret Rohrer, Librarian, Frederick Senior High School, Frederick, Maryland, before October 10th. Cost of the luncheon is \$1.50.

Please reserve ..... luncheons for me. Number meat ..... Number fish .....

Association of School Librarians of Maryland annual dues: \$2.00

Dues enclosed Yes ..... No .....

Receipt and membership card will be mailed to you.

Name .....

Mailing Address .....

School .....

Name of County or City .....

Total Amount enclosed: .....

I will want bus transportation Yes ..... No .....

## SCHOLARSHIPS

The Association of School Librarians of Maryland and the Maryland Council of Student Library Clubs awarded two scholarships for the 1959 summer session.

One was awarded to Mrs. Frances Mary Crawford, librarian of the Washington High School in Princess Anne, Somerset County, who attended Catholic University, Department of Library Science for her first summer's work; the other was awarded to Mrs. Sue N. Taylor, librarian of the Kenwood Senior High School in Baltimore County, who returned to Rutgers University Graduate School of Library Service for her second summer's work.

\* \* \*

Three scholarships for graduate study in librarianship given by the Deiches Fund and the Joseph Ruzicka Company, through the Maryland Library Association, have been awarded for the 1959-60 season.

Recipients of the two Deiches Fund Scholarships of \$1500 each are Mrs. Mary Mason Harispe, Baltimore, and Miss Doris Wright Holmes, La Plata. The \$1000 Ruzicka Scholarship, made available by a Baltimore book binding firm, went to Miss Kay Elizabeth O'Shea, Dundalk.

Mrs. Harispe is a native of Scotland who has resided in Baltimore for the last ten years. Within the last year she has been on the staff of the Enoch Pratt Free Library as a pre-professional assistant. Mrs. Harispe has entered the Catholic University Graduate Library School, Washington, D. C. for her library science degree.

Miss Holmes received her A.B. degree from Western Maryland College and has been librarian of the three-county library system of Charles, Calvert and St. Mary's Counties. She will study toward a Master's degree at the Rutgers University Graduate School of Library Service, New Brunswick, New Jersey.

Miss O'Shea attended Trinity Preparatory School, Ilchester, Maryland, received her B.A. degree from Notre Dame of Maryland and has chosen the Drexel Institute Graduate School of Library Science for her professional studies.

Scholarships from the Deiches Fund, established by the will of William Deiches, Jr. for the benefit of libraries in Maryland, are awarded on the condition that the recipient will serve for two years in a public library in Maryland following graduation. To qualify for the Joseph Ruzicka scholarship, applicants must be residents of Maryland and must agree to work for at least two years in a Maryland library.

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DETACH AND MAIL YOUR LUNCHEON

RESERVATION TODAY

AND

ENCLOSE YOUR ASSOCIATION DUES

## Minutes Of The October Meeting Of Association Of School Librarians

October 17, 1958

The annual fall luncheon meeting of the Association of School Librarians was held in Baltimore at the Armistead Gardens Elementary School. Approximately two hundred sixty-one persons attended. Mrs. Guise, the President, presided. The speaker was Miss Margaret A. Neuber, Professor of Special Education at the Pennsylvania State University, who spoke on the subject "The Gifted Child."

In honor of Miss Mae Graham's ten years of service to Maryland as the Supervisor of School and Children's Libraries, Mrs. Margaret Atwood presented to her, on behalf of her many friends in the state, a framed citation of appreciation, and miniature models of a chair and television set which she would find awaiting her at her home.

Miss Helen Perdue, Chairman of the Nominating Committee, reported that the following new officers had been elected:

**President:** Miss Olive Mumford, Library Specialist in Baltimore City

**Vice-President and President-elect:** Mrs. Nancy C. Walker, Librarian, Campfield Elementary School, Baltimore County

**Secretary:** Mrs. Nora C. Troxell, Librarian, Valley High School, Allegany County

**Treasurer:** Mrs. Margaret Rohrer, Librarian, Frederick Senior High School, Frederick County

Following Miss Neuber's talk, the librarians divided into three separate groups to discuss ways in which the librarian can help the academically talented child.

## Highlights Of The Executive Board Meetings

December 6, 1958

The following matters were discussed:

- 1—The Association is entitled to fifty dollars from the Maryland State Teachers Association to help in meeting expenses of the October meeting.
- 2—Mr. Andrews, outgoing treasurer, suggested a form for the payment of bills.
- 3—An assistant for the Advisor of the Student Library Clubs was considered.
- 4—Revision of M L A list of members is to be completed.
- 5—Establishment of a savings account for the scholarship fund was suggested.

This motion was carried.

March 7, 1959

Discussion of:

### 1—MARYLAND LIBRARIES

Mrs. Nancy Walker met with representatives from M L A, and after discussion it was decided to present the following suggestions:

- a—A.S.L.M. be represented on the editorial board, on the advertising staff, and circulation committee.
- b—A.S.L.M. pay a flat rate of \$200.
- c—An up-to-date list, with our representative responsible for sending out the Fall issue.
- d—M.L.A. pay for addressograph plates.
- e—Copies of the Fall issue be sent to *All* School librarians in the state.
- f—That we select the member for the board of MARYLAND LIBRARIES.
- g—That the year run from January 1959 to January 1960.

2—Place of meeting for the October State Convention, and the possibility of participation of members for discussion of library affairs rather than a  
 3—Miss Graham talked about the state plan under the National Defense Act. speaker was considered.

The following items were considered:

May 2, 1959

1—Publication of MARYLAND LIBRARIES

a—Iven Case to be on Editorial Board and responsible for the October issue.

2—Plans for October Meeting

a—Place: Towsontown Junior High School

b—Chairman Program Committee: Mrs. Nancy Walker

c—Chairman Luncheon Committee: Miss Eleanor Brown

3—Maryland Council of Student Library Clubs—problems arising because of recent changes in meeting dates.

4—Candidates for Scholarships for library study.

#### PROPOSED CONSTITUTION CHANGE

IN

#### ASSOCIATION OF SCHOOL LIBRARIANS

The Executive Board of the Association proposes that Section 1 of Article V of the Constitution of the Association of School Librarians of Maryland be revised.

Present:

The administration of the affairs of the Association shall be invested in the Executive Board which shall consist of the Officers of the Association. Director and Supervisor of School and Children's Libraries, Division of Library Extension, State Department of Education; Supervisor of School Libraries, Department of Education, Baltimore; Director of Work with Schools, Enoch Pratt Free Library; and Advisor of the Council of Student Library Organizations shall be ex-officio members.

Proposed:

The administration of the affairs of the Association shall be invested in the Executive Board which shall consist of the elected Officers of the Association. The Director of the Division of Library Extension, Maryland State Department of Education; the Supervisor of School and Children's Libraries, Division of Library Extension, State Department of Education; the Director of Library Services, Baltimore Public Schools; and the Advisor of the Council of Student Library Organizations shall be ex-officio members of the Board.

Please be prepared to vote on this proposal at our October State meeting.

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#### INTERSTATE AGENCIES

(Continued from page 32)

Commissioners for the Promotion of Uniformity of Legislation in the United States.

Report of the Maryland Commissioners on Uniform State Laws to the General Assembly of Maryland, 1959. [Baltimore? 1959] 13 p.

Interstate Commission on the Potomac River Basin. (D.C., Md., Pa., Va., and W.Va.) News letter, v. 15, no. 1, Jan. 1959. [Washington, 1959] 4 p.

Interstate Commission on the Potomac River Basin. (D.C., Md., Pa., Va., and W.Va.) Teamwork on the Potomac; the story of water pollution control. Washington, 1958. 68 p. illus.

Potomac River Fisheries Commission. (Md. and Va.)

Potomac River compact of 1958. [Mount Vernon, Va., 1958] broadside.

Southern Regional Education Board (Md. and 15 other southern states).

Fact book, 1959-1960. [Atlanta, 1959] 28 p. illus.

Southern Regional Education Board (Md. and 15 other southern states).

Regional action, vol. 10, no. 1, March 1959. Atlanta, 1959. 8 p. illus.

## *The School Library And The Gifted Child*

by ELIZABETH D. HODGES,

*Supervisor of Library Services,  
Baltimore County, Maryland, Board of Education*

As any school implements its program of special opportunities for gifted children, the library must stand ready to make its contribution to the endeavor. Indeed, many of the recommendations for educating superior and gifted pupils presuppose an excellent library and the services of a trained librarian. The purpose of this paper is to suggest ways in which the librarian may work with teachers to provide challenging experiences for the gifted and intellectually superior child.

Since the pupils belonging in this group have usually been selected by a careful screening process, no criteria for identification of the gifted will be given; nor will any general discussion of education for the gifted be included. Literature on these aspects of the program is voluminous and easily accessible. Each librarian should read widely enough on the subject to gain a sound understanding of the nature and needs of the gifted. In addition, he should know who are the gifted children in his own school and what specific plans have been made for meeting their needs.

It is considered unsatisfactory and undesirable simply to provide for the gifted child a larger amount of work of the kind engaged in by others. The problem is to discover what *are* satisfactory and desirable educational experiences for gifted children. The librarian has a responsibility to cooperate with the teacher in providing enrichment experiences which differ both in kind and in degree from those offered to others.

The tasks assigned gifted children should be commensurate with their special abilities and talents. Dr. Earl Heminghous, Research Assistant for the St. Louis Public Schools, comments: "They [the gifted] need to accept their own mental ability. They need to recognize that this ability carries with it acceptance of standards of achievement that are in proportion to the ability. This means that they need learning experiences that challenge and direct their mental growth qualitatively as well as quantitatively."<sup>1</sup>

Applied to any program for the gifted, this statement implies that children in this group should explore more widely, delve more deeply, and produce end results of higher quality than others. In research problems they should use a wider variety of materials; their evaluation of these materials and their organization of the information gathered from them should be more skilled; and the conclusions which they draw from their research should reflect their greater ability to make logical associations. Their deeper and more varied interests and their higher degree of curiosity should be given free rein under perceptive guidance; and their wide vocabularies and greater originality in self expression suggest that they be encouraged to engage in creative writing, art, and music.

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### GENERAL SUGGESTIONS

In preparation for this new emphasis on education of the gifted each librarian should:

Learn as much as possible about the children included in the program.

Cooperate with teachers in planning projects for the gifted.

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<sup>1</sup> Earl Heminghous, "The Gifted Child and the Librarian," *ALA Bulletin*, LII (February, 1958), p. 94.

Anticipate the need for materials to be used in carrying out class and individual activities and buy or borrow items not already in the school library.

Plan with the teacher to give instruction in the use of the library as needed.

Arrange a schedule which will allow children in this group to use the library as often as necessary.

Prepare lists of books especially suited to free reading by the gifted. These should include books to satisfy special interests as well as books for general reading; also, they should include some books bought especially to challenge superior readers in the upper grades.

Encourage the widest possible use of community libraries.

Provide and encourage the use of audio-visual materials.

Establish a strong reference section and give gifted groups special instruction in the use of reference materials.

Give individual reading guidance directed toward helping superior readers to discover and enjoy books worthy of their abilities.

#### SUGGESTIONS FOR TEACHER-LIBRARIAN COOPERATION

The above suggestions are general in nature and can be carried out by the librarian acting on his own initiative. Following are more specific ways in which the librarian may cooperate with the teacher in classroom activities suitable for gifted groups:

*Creative writing.* The librarian should furnish many examples of various types of literature and should supply word books and handbooks of correct form.

*Foreign language interest groups.* Pupils should be able to find in the library dictionaries in the language being studied, background readings on the countries concerned, and children's books in the languages. The *Package Library of Foreign Children's Books*<sup>1</sup> is recommended for this purpose. Phonograph records for language teaching and enrichment should be supplied as needed. An excellent list of such records appeared in *Junior Libraries* for May, 1959. Sources of names of "pen pals" should also be available in the library.

*Studies of the local community.* The library should make available as comprehensive a collection of local materials as possible. Also, it should maintain a file of local points of interest and of people qualified as speakers or resource persons on various aspects of community life.

*Projects in the fine arts.* The library should supply a rich collection of books on the history and appreciation of the arts; also, biographies of outstanding people in each field. Audio-visual aids, such as reproductions of paintings, slides, filmstrips, and pictures of musical instruments, should also be available, along with facilities for viewing and listening. A list of local museums, art schools, and music conservatories, as well as a file of local musicians and artists, is also recommended. Announcements of concerts, plays, art exhibits, radio and television programs, and related lectures should be posted; and displays growing out of art projects might be set up in the library.

*Literature.* Many enrichment experiences can grow out of this field: studies of children's classics, projects on authors and illustrators, work in the appreciation and evaluation of literature, writing of book reviews,

<sup>1</sup> The Package Library of Foreign Children's Books, 69-41 Groton Street, Forest Hills 75, New York, N. Y.

building of home libraries, and many others. The library and the librarian will play an important part in supplying material, stimulating and supervising investigation, and keeping the project on the high level appropriate to the children engaged in it.

*Science.* The main function of the library in connection with science projects will probably be to supply a wide variety of materials on levels suited to superior readers with a special interest in science. These should include: many books on the identification of trees, birds, rocks, wildflowers, etc.; books on the microscope and its use, astronomy, radio, television, archaeology; a few high school textbooks in chemistry, biology, and physics; biographies of famous scientists and physicians; a varied collection of filmstrips on many aspects of science; recordings of bird calls; and books of science fiction. All materials should be chosen on the basis of quality and need, and in cooperation with the classroom teacher. The many excellent bibliographies in the field of science should be used in building the science collection. Three especially recommended lists are *Growing Up with Science Books* (Bowker); *Science Books for Boys and Girls—Bibliography*, a frequently revised list prepared by the Office of Education; and a list of books in The Traveling Elementary Science Library soon to be issued by the American Association for the Advancement of Science, 1515 Massachusetts Avenue, N.W., Washington 5, D. C.

Special services to science groups could include instruction in the use of reference materials in science, such as *Our Wonderful World*; preparation of reading lists; posting of announcements about radio and television programs, lectures, exhibits, and other special events related to science; and keeping an information file about the Maryland Academy of Sciences and various local science organizations.

*Social studies.* Many of the services to superior groups working on projects in this field have been suggested in the foregoing. Supplying materials and giving instruction and supervision in their use will probably be the major responsibility of the librarian working with individuals and groups in this area. In building the materials collection, recency and objectivity should be kept constantly in mind. One or more newspapers and news magazines are essential for intelligent interest in current events; and information on great documents (including facsimiles and recordings wherever possible) is important to give historical perspective.

The librarian can assist the teacher in emphasizing the importance of reliable sources by encouraging children to compare several articles on the same subject, noting differences in facts and viewpoints; and by helping children to check historical fiction (for example, Esther Forbes' *Johnny Tremain*) by authoritative factual material.

Another activity in which the librarian may participate is in helping children to use indexes to locate poetry, short stories, and fiction to enrich a social studies unit.

#### SUGGESTIONS FOR ENRICHING THE LIBRARY PERIOD

Gifted children need much time for research, free reading, and browsing in the library. However, group activities as well as individual use have a place in the library program. When classes of the gifted come for their regularly scheduled library periods, they deserve a type of experience suited to their special abilities. Therefore the librarian should plan with the teacher to carry on some activity

begun in the classroom, or to stimulate a new interest which can be continued in the classroom or on an independent basis. The following ideas have been used successfully by librarians and teachers working with gifted groups:

*Storytelling.* The program of storytelling carried on in most libraries can be extended to meet the needs of children with special aptitude in speaking. Such children can study the techniques of storytelling from several of the excellent books on the subject; they can listen to records by master storytellers such as Gudrun Thorne-Thomsen and Frances Clarke Sayers; they can record and listen to stories told by themselves; they can select stories suitable for telling to different age groups; and they can tell stories to their own group, or to younger children.

*Mythology.* A series of library periods might be devoted to reading, discussing, and telling myths of many lands. Children could be led to discover similarities and differences in the myths of different countries and to see how the character of each people is reflected in their myths; also, to discover the various ways in which primitive peoples have explained the phenomena of nature. Many follow-up activities for the classroom can grow out of this study: listing modern words and expressions which derive from classical mythology; comparing the names of the deities in several mythologies; and relating astronomy and mythology.

*Book Evaluation and Reviewing.* The ability to discriminate between the good and the poor in books can be developed in children of superior ability. In the classroom and in the library, criteria can be established, examples of good writing studied, and the reading of book reviews encouraged. Librarians can supply book reviews, books on the techniques of writing, and examples of excellent writing. Discussions of books might sometimes take place in the library, pupil reviews be published in the school paper, and books be recommended for library purchase.

*"Great Books" Discussions.* Closely related to book evaluation is the consideration of why books have lasting value. Pupils might study lists of children's classics, read and discuss a selected group of titles, read about the books, and draw up a list of their own choices. This is the type of activity which can extend itself in many directions—into a study of illustrators, editions, and versions, and into the lives of the authors and the circumstances under which the books were written. A culminating activity might be a panel discussion, with audience participation, of some phase of the investigation.

*Award Books.* Most librarians call attention to the Newbery and Caldecott awards and encourage children to read from these groups of books. This attention to the best in current children's books need not be confined to one time of year nor to two awards. Book reviewing periodicals and some reference books (the *World Almanac*, for instance) carry announcements of a dozen or more awards for children's books each year. These are not only good sources for book selection, but also for stimulating interest in outstanding current books. Knowing the terms on which the awards are made helps children to set up criteria for judging books; and the generous display materials supplied by publishers for award books are useful for publicity. Book marks listing the Newbery and Caldecott books are especially popular with children, who like to check off titles as they are read. (Individual lists of books for future reading are perhaps even more helpful to children who take their reading seriously.)

*Authors and Illustrators.* Many schools invite local authors and illustrators of children's books to speak about their work. For the gifted,

such visits should be more than a passive experience, and should afford opportunities for planned participation by the children. Letters to publishers requesting information about the visitors, research on their lives and work, making arrangements for the programs, interviewing the speakers, and writing articles for the school paper are all tasks which bright children find rewarding. Even more challenging is an opportunity for a small group question-and-answer period with a visitor.

*Folklore and Fairy Tales.* Gifted children enjoy going beyond the limits of simple enjoyment in their reading in this field. Types of folklore, characteristics of various types, how folktales are collected, the mystery of finding the same story in the folklore of widely separated lands, and the great heroes of folklore—all are fascinating subjects for investigation and discussion by alert children.

*History of Books and Printing.* A very profitable series of library periods could be devoted to the history of books and printing and to great libraries of the world. Such a study has many possibilities for research, reports, displays, and field trips.

*Building Home Libraries.* Guidance to the individual who enjoys owning books is a service every librarian is qualified to give. Help in choosing titles of lasting interest and advice about editions are usually welcomed; and information about the best factual books on special subjects is frequently requested. For the child who cannot afford to buy books, a display of "Books I'd Like to Own" chosen from the library collection is an interesting undertaking.

*Literary Clubs.* In schools which allow children to leave class for special interest groups, literary clubs are sometimes suggested. These have the disadvantage of being divorced from classroom activities and of being rather vague in purpose. Wherever such clubs are organized, it is especially important to plan in advance with the children exactly what the work of the club will be and how it will be carried out; otherwise, meetings could become aimless and disorganized.

In planning a library program for the gifted, the librarian should keep in mind a number of guiding principles, most of which are implied in the above suggestions. These are so important that they warrant restatement:

Plan with the teacher at every step of the way. The role of the library is to cooperate with the school program.

Don't try to do too many different things. The librarian who regularly "puts on an act" leaves children no time to pursue their own interests. Keep up the quality of library activities. This is more important than doing something different.

Give as much attention as possible to the individual. Gifted children are usually more different than they are alike in their abilities and interests.

And, above all, remember that these children have much the same needs as other children. Be sure that they have a chance to read some of the books that other children enjoy and to do some things just because they are children and not because they are gifted.

By maintaining a proper balance of library activities, the librarian can challenge the gifted child without setting him apart from other children.

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### BOOK REVIEWS

Wofford, Azile. *The School Library At Work: Acquisition, Organization, Use and Maintenance of Materials in the School Library*. H. W. Wilson, 1959.

"The School Library At Work" is planned both for use in the training of school librarians and to help those already on the job. The author says, "The book is intended to be practical, since practicality is the cornerstone of school library work." And that is exactly what it is.

It explains the acquisition of materials from the planning of the budget until those materials are in the hands of the students, telling in detail how they are prepared for use. Other topics covered are: circulation; the use of reference materials; keeping materials in good condition; finances; and reports. Each topic is divided into many sub-headings, ranging from "Support of the school library" to "Shelving books"; from "Problems of reading guidance" to "Snags."

The making of catalog cards is about the only item of library routines that is not included. The author simply states that "School librarians are advised not to attempt to catalog materials until after a course in cataloging has been taken."

The format of the book is attractive. The print is large enough to be kind to a busy librarian's eyes, with plenty of white space. Many illustrations of various types of cards and of order forms are included.

The appendix lists aids for selection of materials, manuals for teaching the use of the library, a directory of publishers and suppliers, and a glossary of library terms.

The style is smooth-flowing and easy. The book is so simply written that it can be used by high school library assistants as a manual of library routines and yet is so full of information that an experienced librarian may find many helpful ideas in it.

It is similar in purpose to Mary Peacock Douglas' "The Teacher-Librarian's Handbook." However, it does not cover quite as wide a range of topics nor is it quite as detailed as the "Handbook."

*by GERTRUDE D. RANCK, Librarian,  
Fort Hill Senior-Junior High School  
Cumberland, Maryland*

**GOOD BOOKS FOR CHILDREN.** Edited by Mary K. Eakin. 368 pp. University of Chicago Press, 1959. \$5.95.

This is a bibliography "for parents, teachers and librarians—an indispensable guide to the outstanding children's books published in the last decade and reviewed in the BULLETIN OF THE CENTER FOR CHILDREN'S BOOKS." So says the jacket of this very useful list. Mary K. Eakin, formerly editor of the BULLETIN, has chosen one thousand titles—one hundred for each year from 1948 through 1957—and has arranged them alphabetically by author, giving full buying information and an evaluative note for each. Though no attempt was made to balance the list, the final selection contains approximately equal numbers of fiction and non-fiction books, and each of the Dewey classes is represented by one or more titles.

To compete successfully with the many excellent lists of children's books already available, a new bibliography must have unusual merit. GOOD BOOKS FOR CHILDREN is such a list. It covers a period of great productivity in the juvenile book field—a period characterized by much experimentation and many new trends. Miss Eakin's list screens the thousands of children's books published in this period and lists only those which are especially noteworthy. The thousand books included are conveniently arranged by author with an excellent subject and title index. Annotations are evaluative as well as descriptive, pointing out maturity levels and curricular uses as well as interest appeals and age levels. The introduction sets up criteria for judging children's books, describes a method of analyzing them, and emphasizes the part which adults play in helping children to like and appreciate the best in their literature.

GOOD BOOKS FOR CHILDREN is highly recommended as a tool for the choice of recent children's books and as a guide to good book selection practices.

*by ELIZABETH D. HODGES,  
Supervisor, Library Services,  
Baltimore County, Maryland Board  
of Education*

## *Cooperation Between Schools And Public Libraries*

*by PEGGY SULLIVAN,*

*School Service Consultant, Enoch Pratt Free Library, Baltimore*

[Editor's Note: The following paper was read by Miss Sullivan before the English and Social Studies Department Heads of Baltimore City in the fall of 1958. It sets forth some of the problems of which both public and school librarians must be aware when teachers and pupils use the public library freely. It also presents the public librarians' point of view in helping to meet these problems. It necessarily has local implications and for that reason some parts have been deleted.]

Fortunate indeed are the public libraries and the schools which can point to a tradition of understanding and cooperation. It is the realization of past accomplishment that makes future achievement likely.

There must always be correlation between libraries and classrooms, as well as between the librarian and the teacher, because ultimately their public is the same and their purposes are similar. Both are interested in making reading a vital part of each individual's life. The schools are the one channel through which the librarian can contact a complete cross section of the public. In all our other contacts with the public we reach only a limited part of it—the television public, the newspaper public, the radio public, etc.

But it is for a deeper reason that the public library must always aim at the fullest cooperation with schools. Because both are public institutions uniquely concerned with making available the means of education as well as the enjoyment of culture, the library and the school will never complete their tasks of cooperating for the benefit of students.

Of necessity most of this cooperation will take place on the neighborhood level—between the teacher and the librarian wishing to serve the teacher's pupils. Before cooperation can even begin, there are necessary attitudes—attitudes of confidence in each other, of interest in the other's problems, and of desire to understand those problems. With these attitudes, *active* cooperation can begin.

The work of the public library with the schools is varied, but in the area of assignments there are clear-cut ways to increase cooperation. School supervisors and administrators have laid stress on the prevention of mutilated books. The progress made in this regard is dramatic, but constant repetition of warnings is necessary, and the problem is by no means solved. The incidents of mutilation are neither local nor trivial. The Annotated Code of public laws of Maryland states that a maximum fine of \$100.00 or a maximum imprisonment of 3 months will be the penalty for anyone who shall "maliciously mutilate, injure or disfigure by writing, marking, cutting, tearing, or otherwise" any book or part of a book in a public circulating library in this state. It is not just a matter of a few gray hairs for the librarian, but a serious matter for the library user.

One way to insure understanding is to have an effective system of notification about assignments in advance. If in the library we have the opportunity to read or to hear an assignment *exactly* as the teacher made it, we are on firmer ground when we are confronted by students looking for materials. Telephone notification is good; so is a note sent to the library. There are advantages and disadvantages to both. Librarians like to have the opportunity to notify teachers about the amount of materials available, or possibly to ask for more information, as they can on the telephone. However, libraries are busiest after school when it is most convenient for teachers to telephone. A note, on the other hand, may require a telephone call to clarify, while it has the advantage of being clear and in the teacher's own words. Convenience and efficiency will help teachers select the means of notification, but may I add that teachers are always welcome at the library.

When informed of an assignment, we are interested in a number of things: when it is assigned, when it is due, how many students have the assignment, what grade they are, and whether there are any recommended sources. The reason for this last is that we may have other materials but we would prefer recommending what the teacher prefers. On occasion, a check of the recommended source will suggest other references, or it may save fruitless searching.

In a conference between school and library representatives, it was stated that junior high school students should not be required to use public library facilities beyond their immediate branches, and that senior high school students might be required to visit the Central Library once during the year. Yet when assignments require the reading of periodicals more than one year old or the reading of multiple references, the Central Library may be the only possible place where such information can be found. As our book selection policy states, "since limited funds must be stretched to cover the most urgent needs of a very diversified clientele, especially those without other library facilities, and since the obligation of providing duplicate copies for students is primarily that of an institution's own library, the Library [i.e., Enoch Pratt Free Library] functions only as a supplementary source for students' reading or reference purposes." Budget limitations may seem greater when it is remembered that the library's total adult book budget must cover needs of the subject departments and general reference department of the Central Library, as well as all the adult needs of the more than 25 other Pratt library agencies throughout the city.

One difficult type of assignment is one requiring references of specific types e.g. one encyclopedia, one periodical, one book. If the purpose of the assignment is to provide exercise in use of library tools, we are especially interested, but an assignment of this type may boomerang, as when an eighth grade class was required to bring in 7 articles on a subject of their choice. It is surprisingly difficult to find 7 articles on one subject within the limited collection of a branch library.

Any assignment requiring use of a tool like the *Reader's Guide* is of special interest because we are certainly concerned with training young people in the use of the library. We are able, to a rather limited extent, to assist elementary school teachers by giving class instructions in use of the card catalog, reference books, or location of books in the library. Students do receive this instruction in schools with librarians, but it may not be retained and practiced by some of these students, so we definitely cannot assume that all young people know how to use libraries independently, even at the high school level. This is a problem we share with teachers and we might be able to work together toward a shared solution.

No one of these problems seems great when considered alone, but every phase of work with schools and classes is multiplied or magnified by the great number of individuals concerned. When there is added to this any other complication, the difficulties loom large. In addition to the great numbers of students whom we may often disappoint, we are frequently faced with double that number of parents who visit the library or telephone to do assignments too difficult for their children and who blame the library for any instance of unavailability. Budget and space limitations make extensive duplication impossible, although we make every effort to have one or more duplicates of books in demand.

While thinking in terms of numbers, we might again consider the problem of reduced staff in the light of the recent freeze of city employees and of chronic shortages of librarians and teachers. Considering pressures in terms of library use, we should remember that one library agency may be serving students from any number of schools; when all have the same assignments, the burden on the book collection and the staff may seem very great. Every type of pressure will seem greater when added to a work day which may be lengthened from 9 a.m.

to 9 p.m., but by the same token, every instance of cooperation and understanding will be doubly appreciated. Notification of assignments in advance, survey of available library materials, specific instruction in how to do an assignment, consideration of the number of students involved especially in classes with several sections, and responsiveness to the librarians' requests or point of view—all these would help. They do take time and effort, but results should prove their worth—in more effective assignments, better library-school relations and more eager students. No statement on the use of our time strikes home more surely than the words of Baltimore's own superintendent of schools, Dr. Fischer, in the STAFF NEWSLETTER of August 27, 1958—"No good is done when we neglect what is important, to attend to what is merely urgent." The problem of library assignments is both important and urgent, and I trust that much good *can* be done.

## *The National Defense Education Act And School Libraries*

*by MAE GRAHAM,*

*Supervisor of School and Children's Libraries,*

*Maryland Division of Library Extension, State Department of Education*

The National Defense Education Act of 1958 provides federal funds to strengthen, improve, and expand education in the United States.

Title III of the Act authorized \$70,000,000 for the year which ended July 1959 and for each of the three succeeding fiscal years for improved science, mathematics, and modern foreign language instruction in public elementary and secondary schools. For each year's allocation, there are two years to spend the funds. Maryland's share of this amount, for the acquisition of equipment and for minor repairs, is \$744,744 for 1958-59—other years may vary. The amount must be matched by local funds on a dollar-for-dollar basis.

Laboratory equipment, audio-visual materials, and equipment and pertinent printed materials (excluding textbooks and general encyclopedias) suitable for use in providing improved instruction in science, mathematics, and modern foreign languages may be purchased with the funds *provided* the school has made a plan for improved instruction in any or all of these areas which necessitate the purchase of equipment or materials and *provided* this plan meets the principles set forth in the over-all plan developed by the State Department of Education. Requests must be presented in the form of projects to the State Department of Education.

No money is allocated *per se* for libraries but it is difficult to imagine programs of improved instruction without improved collections of books, pamphlets, periodicals, and audio-visual materials.

Each librarian whose school is participating in the National Defense Education Act program for improved instruction in science, mathematics, and modern foreign languages has the responsibility for:

1. Knowing what the program is in his school. This information can be obtained from the principal, the supervisor, the co-ordinator, or the head of any of the three departments.
2. Knowing what printed and audio-visual materials are *available* in each area which will enrich the program the school is submitting.
3. Calling these materials to the attention of the persons working on specific plans in order that they may be purchased from funds used to implement the plan.

Title V, Part A, of the Act is to establish, maintain, and improve programs of guidance, counseling and testing in public secondary schools. Emphasis is placed upon the identification and encouragement of able students. For this

reason private schools are to be included in the testing program. Fifteen million dollars was authorized for the year which ended July 1, 1959 and for each of the next three fiscal years. After the first year, the money must be matched on a dollar-for-dollar basis. Maryland's share of this fund for fiscal 1959 was \$120,359.

As in the case of Title III, local units make plans which are submitted to the State Department of Education for approval. Books, pamphlets, and audio-visual materials which will help in the implementation of the plan may be included. Again, the librarian has the same responsibilities here as in the case of Title III. There is an unusual opportunity here to provide materials in the guidance area where local funds are often limited.

The effective school librarian is always an informed member of the school staff; he is also a specialist in the selection and organization of materials. The National Defense Education Act in no sense changes these obligations; it does provide additional opportunities for the acquisition of materials needed for improved instructional programs.

In Maryland much of the money spent the first year was for equipment and materials. Succeeding years will show what use is made of these acquisitions. There surely cannot be a much improved program of instruction and guidance without more adequate library materials, properly organized for use throughout the school.

### Bibliography

American Association for the Advancement of Science and the National Science Foundation.

*The AAAS Science Book List.*

A list prepared under the direction of Dr. Hilary Deason to "help high schools, preparatory schools, and public libraries build up adequate collections of science and mathematics books for their science-minded readers."

The list will be distributed in Maryland on a quota basis to Superintendents of Schools. Extra copies can be purchased from AAAS Publications, 1515 Massachusetts Avenue, N.W., Washington 5, D. C., for \$1.00 each.

*An Inexpensive Science Library, 1958.*

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Contains list of mathematics books for elementary, junior high and senior high school library.

Council of Chief State School Officers. *Standards for Materials and Equipment for the Improvement of Instruction in Science, Mathematics, and Modern Foreign Languages.* The Council, 1958.

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A bibliography of bibliographies of materials available.

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## *Individualized Reading*

*by MRS. NANCY C. WALKER,  
Librarian, Campfield Elementary School, Baltimore County*

Any article on Individualized Reading must, of necessity, be written largely from the standpoint of the teacher, since the teacher is the key person in such a program. However, it would be virtually impossible for a teacher to carry out an Individualized Reading program without help from a librarian—school or public as the case may be. Since this type of reading program is being tried in many areas, it would be helpful to librarians to have some knowledge of the philosophy behind an Individualized Reading program and the ways in which it is initiated and carried out.

Many people do not care for the term Individualized Reading—Peggy Brogan says we should speak of it as individualizing reading; others have used personalized reading or self-selection reading. Actually the name doesn't make a great deal of difference. This type of program has been defined as the "developmental approach to reading based closely on the specific capacities and needs of children and how they learn." The major features of Individualized Reading are that children make their own selection and read at their own rate. The teacher works chiefly with individuals, but also with groups or with the class as a whole, on difficulties observed during individual sessions.

Now how does this differ from our conventional way of teaching? One author has said that "Individualized Reading is not subordinate to or an adjunct of the basic reading program—it is the basic program." However, this is not always the case. It can be used in conjunction with a basal program, particularly as a beginning. Usually teachers who experiment with this method feel that it can be the basic program and soon are ready to do away with the basal reader in its usual sense. The first and primary difference in this program and the basal is in the type of materials used. In Individualized Reading the materials provided must be many and varied, and this is where the librarian is important. Some experts say there should be as many as 5 books per child in the classroom at any one time. For an ordinary school situation, this is hard to accomplish and it has been found that 2 or 3 books per child are adequate if they are changed frequently. Without this many books, we defeat one of the main ideas of Individualized Reading, which is the idea of self-selection. By this we do not imply a complete lack of supervision in what the child reads, since the books which are on the shelves have been carefully selected before they are placed there. The teacher and librarian in cooperation can best select these materials since it is the teacher who knows the children and the librarian the books. It is not necessary to limit the children's selection to library books alone—some of them may select basal readers or social studies or science materials. If they are allowed to go at their own pace and read for their own purposes the results can be the same.

This brings us to another difference between Individualized and basal reading, which is that the children are allowed to go as fast or as slowly as their abilities require. Some children may progress several levels in one year and others at the usual pace. The important thing is that we are not holding anyone back as we so frequently do when there are no provisions for going beyond grade level in the basal series.

Still another difference is in the grouping in the classroom. In this type of reading program, grouping has real purpose instead of being a matter of practicality. The teacher learns from individual work with each child exactly what skills he needs to work on or he may find that the group as a whole needs work on a specific skill. Thus, he may work with the whole class or he may gather

together several children who need work on one type of skill. The grouping is flexible and changes from day to day. Thus no child needs to feel the stigma of being in the low group or to develop the smugness that goes along with being in the high group.

As soon as Individualized Reading is mentioned in a group which is not familiar with it, the first question is: "What about skills?" In order to answer that question, we must ask ourselves first of all: "What is our purpose in teaching skills?" This whole idea is based on the premise that skills in reading are not ends in themselves, but rather means to the end of true reading. So often in group teaching, we are teaching skills to children who already have them and who might better be spending their time broadening their interests and increasing their vocabularies with independent reading. A teacher who used Individualized Reading must be as well or better versed in skills and in recognizing the skill needs of children as the teacher who uses the conventional method. In listening to children read from their self-selected materials or questioning them about their reading, he can readily recognize what their deficiencies are. Thus this type of teaching emphasizes teaching the skills in a functional way. They are taught as they are needed by an individual or the group; this means that the teacher must be familiar with skills which are not usually taught on her grade level, since many children will advance rapidly beyond their grade level and others will need work on skills which are ordinarily taught to a lower group. Individualized Reading does not imply that skills are not taught—they are merely taught in a different and more functional way. With this type of material and with the individual contact with the teacher it is easier to make a child realize what skills he needs to work on and to give him a reason for learning how to overcome his deficiency.

Individualized Reading takes place within a planned environment. It is up to the teacher to set up the room in such a way that there is provision for every child's ability and interests. We have said that there should be approximately 3 books per child. These may include some basal readers, social studies and science books. The rest should be library materials including a wide range of interest and carefully selected to meet the different reading levels. Books both above and below the present instructional level must be included. One fifth grade teacher even said that her materials ranged in difficulty from first to tenth grades. The books should always be arranged for easy access so that the children will have freedom in browsing. Peggy Brogan says that "From all the offerings of his environment a human being takes only that which he can convert to his individual use." With this in mind, each child should be allowed to browse until he finds just the book for him. Sometimes the teacher may talk about several books, encouraging the child in his selection. Children choose the books with which they feel comfortable and those best suited to their individual needs. Very often at the beginning of this type of program, a child may choose books which are too easy or too difficult. Rather than flatly refuse him a book it is better to set up some standards by which he can judge whether a book is of the right difficulty. If he is encountering no new words the book is probably too easy. On the other hand, more than four or five new words to the page probably means that the book is too hard. Especially at about third grade level, children are determined to take books that are too hard, but they soon begin to seek their own levels if allowed to find out for themselves what their limitations are.

After the environment has been set, how about organization? This must, of necessity, vary from one classroom to another and even at different times within one classroom. There is no one best organization. In doing his planning, the teacher allows ample time for individual reading and for various kinds of group reading. The purposes for which reading is being done give the clues as

to whether individual or group procedures will be most profitably used. In planning for the reading period the teacher must provide time for these groups as well as for individual conferences. Group work would probably not be necessary every day or even much more than once a week.

This brings up the point of the individual conferences. And this is the thing which seems to scare off a good many teachers. They feel that it would be necessary to read every book and that, of course, is impossible. The need for a teacher to read books is not so much in order to be able to question children about them, but to be able to recommend books to children and to share his enjoyment of books with them. It is unlikely that an elementary school child will bring a book for a conference about which a teacher would not be able to ask a good many pertinent questions whether he has read it or not. Here again the school librarian may be of assistance. It is possible for the librarian to have individual conferences with the children from time to time if the teacher is unfamiliar with the book a child has read. This, of course, requires a conference later with the teacher to discuss the librarian's observation of the child's comprehension and interest or anything else she may have noted.

The purpose of individual conferences is to give the teacher a record of each child's progress. There are many ways of recording the results of the conferences. Some teachers keep a card file with a card for each child, others use a notebook and others some kind of chart which they check. In this record, they note such things as "needs help in beginning consonants" or "reverses saw and was." Information like this recorded from day to day, makes a valuable teaching tool. In addition to the teacher's record, each child keeps his own record. Without some such systematic record-keeping, both the teacher and the child are at the mercy of their memories on so many matters—what has been read, how much has been read, what skills call for more work, and so forth. Whether a teacher uses a folder, a notebook, or cards, economy, efficiency and simplicity are keys to setting up one's record-keeping. The procedures should be those that the teacher can manipulate with dispatch and clarity each time the child reads with him. From these kinds of records, the teacher gets not only important insights into the individual child as a reader, but also valuable clues to the types of reading fare widely used in the classroom, new books to borrow for the classroom collection, the kinds of books that he may well read aloud to the group to keep them growing in taste in literature.

Since Individualized Reading is a less controlled type of reading program than we are accustomed to, it is necessary constantly to use appropriate evaluation procedures. To understand completely as possible the child's strengths and weaknesses in skills and abilities is basic to success in Individualized Reading instruction. There are several types of evaluation data such as: 1. I.Q. records and standardized reading tests. 2. The kind and amount of reading shown on a child's cumulative reading record or the teacher's records. 3. The teacher's judgment and the child's own perception of how well he can currently read. It is to be noted that the uses made of such data, in Individualized Reading, are for diagnosis of where the child needs help in reading rather than for rating him as a reader. These data, when used well, point up the reading tasks with which the child needs help. They give focus to teaching and learning. And as new data are accumulated, a child and his teacher are able to note gains, make new plans, change direction, and in general do those things which will sustain the progress already made and serve as a background for new undertakings in reading.

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 School and Children's Libraries  
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## *Maryland Union List Of Serials 2nd Report*

*by P. W. FILBY, Editor*

Cooperating libraries were asked to close their holdings at 31 May 1959, and to send their lists not later than 31 August 1959. For various reasons some libraries have been unable to meet this deadline and the Committee is anxious to make known that lists will still be accepted. The dateline of 31 August was suggested so that historians could have complete files for their work, and the lateness of lists will seriously affect the speed of checking. But in view of the excellent response and the encouragement given by participating libraries lists can still be sent. Where there is likely to be serious delay it would be of value to know how late the list will be.

At the moment historian help is seriously lacking. More assistance is needed to prevent delays in the publication of the list. Anyone wishing to help should contact the Editor, Mr. P. W. Filby, Peabody Library, Baltimore, (SA. 7-1695).

Figures published in the first report earlier in the year now show considerable difference. No fewer than 108 libraries are now participating.

<i>Libraries participating</i> .....	108
<i>Libraries unable to participate</i> .....	14
<i>Libraries not replying to the circulars</i> .....	62 (incl. 18 public libraries)
<i>Libraries with no serials</i> .....	8
	192
<i>Lists sent and incorporated into main catalog</i> .....	78
<i>Lists not yet received</i> .....	30
(All totals below are approximate)	
<i>Titles believed available in Maryland</i> .....	55,000
<i>Titles promised from libraries</i> .....	51,000
<i>Titles already sent</i> .....	23,500
<i>Titles being sent*</i> .....	27,500
<i>Titles not being sent**</i> .....	4,000

\* Includes Enoch Pratt Free Library (almost ready), Johns Hopkins University Library (being copied), University of Maryland, College Park, and University of Maryland Medicine Library, Baltimore (in progress), a grand total of 24,000.

\*\* Includes 1,200 held by small public libraries not participating.

Many libraries are now taking advantage of the offer of the Peabody Library to answer questions on the holdings of other libraries. Many callers have asked which libraries are cooperating, and so the following list is given.

## *Maryland Union List Of Serials*

The following libraries are cooperating in the project as of September 1, 1959:

Annapolis and Anne Arundel County Library  
Annapolis, Hall of Records  
Armeo Steel Corporation Research Dept., Baltimore  
B & O Railroad Co. Employees Library, Baltimore  
Baltimore Bar Library  
Baltimore City Hospitals, Doctors' Library  
Baltimore Department of Legislative Reference  
Baltimore Gas & Electric Co. Library  
Bendix Aviation Corporation, Radio Division Library, Baltimore  
Bon Secours Hospital Library, Baltimore  
College of Notre Dame, Fourier Library, Baltimore  
Crownsville State Hospital  
Engineers Club of Baltimore  
Enoch Pratt Free Library, Baltimore  
Glidden Co., Chemical Pigments Metals Div. Library, Baltimore  
Goucher College, Julia Rogers Library, Baltimore  
Grace Research and Development Library, Clarksville  
Harford County Library, Bel Air  
Harford Junior College, Bel Air  
Hebrew College, Baltimore  
Henryton State Hospital Library  
Hood College, Joseph Henry Apple Library, Frederick  
Johns Hopkins University Library, Baltimore  
Johns Hopkins University, John Work Garrett Library, Baltimore  
Johns Hopkins University Research Laboratory Library, Silver Spring  
Junior College Library, Baltimore  
Library of Dianetics and Scientology, Silver Spring  
Loyola College, Jenkins Memorial Library, Baltimore  
Lutheran Hospital of Maryland, Reigner Library, Baltimore  
Martin Company, Engineering Library, Baltimore  
Martin Company, Nuclear Library, Baltimore  
Maryland Diocesan Library, Baltimore  
Maryland Historical Society, Baltimore  
Maryland Institute Library, Baltimore  
Maryland State College Library, Princess Anne  
Maryland State Library, Annapolis  
Maryland State Planning Commission Library, Baltimore  
Maryland State Teachers College Library, Bowie  
Maryland University, College Park Library  
Maryland University, Law Library, Baltimore  
Maryland University Medicine, Dentistry, Pharmacy and Nursing Library,  
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Maryland University, School of Nursing Library, Baltimore  
Medical and Chirurgical Faculty of the State of Maryland Library, Baltimore  
Mercy Hospital, McGlannan Memorial Library, Baltimore  
Mercy Hospital, School of Nursing Library, Baltimore  
Methodist Historical Society of the Baltimore Conference Library  
Morgan State College, Baltimore  
Mount St. Agnes College Library, Baltimore  
Mount St. Mary's College Library, Emmitsburg  
Mount Wilson State Hospital Library  
Museum of Art Library, Baltimore

National Institutes of Health Library, Bethesda  
National Plastics Products Co., Odenton (formerly Saran Yarns)  
News-Post and Sunday American Library, Baltimore  
Peabody Institute Library, Baltimore  
Prince George's County Memorial Library, Hyattsville and Bladensburg  
Queen Anne's County Free Library, Centreville  
RIAS Inc. (Research Inst. for Advanced Study), Baltimore  
Rockville Public Library  
Rosewood State Training School, Owings Mills (Medicine)  
Ruth Enlow Library of Garrett County, Oakland  
St. Johns College Library, Annapolis  
St. Joseph's College Library, Emmitsburg  
St. Mary's Philosophical Library, Baltimore  
St. Mary's Seminary and University Theology Dept. Library, Baltimore  
St. Mary's Seminary J.C.L., St. Mary's City  
Seton Institute, Rogerson Memorial Library, Baltimore  
Sheppard-Enoch Pratt Hospital Library, Baltimore  
Sinai Hospital Staff Library, Baltimore  
Spring Grove State Hospital, Catonsville  
Springfield State Hospital Medical Library, Sykesville  
State Teachers College Library, Frostburg  
State Teachers College Library, Salisbury  
State Teachers College Library, Towson  
Sunpaoers Library, Baltimore  
U.S. Army, Aberdeen Proving Ground Libraries  
U.S. Army, Biological Warfare Labs, Technical Library Branch, Frederick  
U.S. Army, Chemical Center, Post Library, Edgewood  
U.S. Army, Fort Holabird Post Library, Baltimore  
U.S. Army, Prosthetics Research Lab., Walter Reed Army Med. Cent., Forest Glen  
U.S. Army, Second Army Area Libraries, Fort Meade  
U.S. Atomic Energy Commission Library, Bethesda  
U.S. Dept. of Agriculture, Plant Industry Station Library, Beltsville  
U.S. Dept. of Agriculture, Dairy Library, Beltsville  
U.S. Naval Academy Library, Annapolis  
U.S. Navy, National Naval Med. Cent., Edward Rhodes Stitt Lib., Bethesda  
U.S. Navy, National Naval Med. Research Institute, Bethesda  
U.S. Navy, Naval Air Station Library, Patuxent River  
U.S. Navy, Naval Engineering Experimental Station Library, Annapolis  
U.S. Navy, Naval Ordnance Lab. Library, White Oak, Silver Spring  
U.S. Navy, Naval Propellant Plant R. and D. Library, Indian Head  
U.S. Navy, Naval Training Center Library, Bainbridge  
U.S. Public Health Service Library, Baltimore  
U.S. Veterans Administration Hospital Library, Baltimore  
U.S. Veterans Administration Hospital Library, Fort Howard  
U.S. Veterans Administration Hospital Library, Perry Point  
University of Baltimore Law School Library  
University of Baltimore Liberal Arts Library  
Vitro Labs, Div. of Vitro Corp. of America, Silver Spring  
Walters Art Gallery Library, Baltimore  
Washington College, Bunting Library, Chestertown  
Washington County Free Library, Hagerstown  
Washington Missionary College, Takoma Park  
Welch Medical Library, Baltimore  
Western Maryland College Library, Westminster  
Woodstock College Library  
Xaverian College Library, Silver Spring

## THE FREEDOM TO KNOW

Newsletter of the Intellectual Freedom Committee of The Maryland Library Association

No. 5

June, 1959

Presented to State Conference of the Maryland Library Association  
Baltimore, Maryland  
April 24, 1959

### THE FREEDOM OF INQUIRY

by MRS. MARGARET G. TWYMAN

Director of Community Relations

*Motion Picture Association of America, Inc.*

"The Editor was buried on his thirty-fifth birthday. In a field near his house a few friends gathered secretly. A pioneer preacher read the service but spoke no words of his own. Clouds were mounting. The very weather seemed deathlike. While the cluster of people listened, a storm broke. The meadow became a quagmire, and as the companions slogged home, one muttered, 'Silence of death goes well with the burial of liberty!'"

The "burial of liberty" referred to the cause for which Elijah P. Lovejoy had devoted his few short years on this earth. But, in reality his martyrdom represented a birth of freedom . . . not a burial of liberty. In Mr. Lovejoy's famed Market House Speech he predicted this outcome when he said, "Pause, I beseech you, and reflect. The present excitement will soon be over; the voice of conscience will at last be heard. And in some season of honest thought, even in this world, as you review the scenes of this hour, you will be compelled to say, 'He was right; he was right'." These words were spoken in 1837. Just one hundred years later, in 1937, President Herbert Hoover stated in his speech to Colby College, "Elijah Parish Lovejoy . . . was killed while defending free speech and free press in the United States . . . Since his martyrdom, no man has openly challenged free speech and free press in America."

Today I come to you, twenty-two years after Mr. Hoover's conclusive remarks, realizing, as does Mr. Hoover, I am sure, that we have lived through some harrowing years of late as far as the preservation of such freedoms is concerned! Indeed the battle is not won . . . and perhaps it never will be without people like yourselves to bear the standard and shout the cry to the roof-tops!

From the start it has seemed a bit presumptuous for me to speak to this particularly erudite audience on the suggested subject . . . "The Freedom of Inquiry." In the first place I realize you believe in it or you could not possibly devote your lives to encouraging us children of all ages to pursue knowledge through the vast caverns of "stacks" which are your familiar environs. In the second place I was well aware of the many possible ways in which this subject might be developed . . . freedom of inquiry in religious faith, in scientific endeavor, in the social or psychological sciences . . . etcetera, any one of which would suffice as a basis from which I might evolve my thesis. In the third place I am aware of your sometimes militant, sometimes brilliantly passive, resistance to movements which would seem to threaten our freedom to learn, investigate, and inquire. Who knows more about the evils of book-burning? Who knows more about local prejudices which from time to time infect, as a disease infects, the attitudes of a whole community . . . depriving it of its God-given right to be informed? Few groups know better than you about all this! Your "newsletter on INTELLECTUAL FREEDOM" vividly describes and reports your daily valiant battles in this cause!

So, the several weeks' incubation period, during which I gave this a good deal of conscious and sub-conscious thought, has resulted in my decision to present

some of the thinking, and the activity, which we in the motion picture industry have been doing as your allies in the battle to preserve the freedom of inquiry in our country. It is my hope that you will not only be enlightened just a bit by what I share with you but that you will be encouraged by the fact that indeed we in this industry are both "on your team" and also cheering your efforts from the grandstand!

The motion picture, along with other forms of mass media, has in recent times received a fair share of blame for all and sundry "social ills" in today's world. "Scapegoatism" is hardly a new rationale for the self-appointed "reformer" to employ; so we accept the fact that the finger will point at the motion picture theater from time to time. While we expect it to point, however, we are actively reluctant to accept the misdirected claims that "certain social problems are indeed traceable to the cinema screen." Some of these same accusations are, of course, levelled at books, comic books, television, and radio . . . as you know so well. The claims are always the same . . . as are the fallacies in the claims.

This past year I have been privileged to devote some effort toward fighting the ill-conceived proposals of stronger censorship legislation in two states. One observation is worth mentioning because it was apparent in both instances . . . namely that such moves are spearheaded by the uninformed and the uninquiring . . . and they are aided and abetted by vote-seekers and by segments of the population who are denied the privilege of thinking and acting independently . . . without coercion. Sadly enough, I would add, the motivations of many of the citizen protagonists of censorship are sincere . . . so the worst we might state about the majority, I guess, would be that they are misled and unable to cope with the deeper implications of this whole problem. It was appalling to me to note this and I was awakened to my own need to be more vigilant and active when such shallow thinking is expressed even in my private world of personal friends . . . as sometimes it is! Another observation . . . and this is truly shocking, in my opinion . . . is that the word "freedom" can be so glibly used and so little understood by the majority of our citizens. As children we learn to salute the flag and mouth our belief in the freedoms granted those of us privileged to live under this flag . . . and yet, it appears our comprehension and appreciation of its meaning develops little beyond this elementary school level of understanding. This may appear to be "another subject," my good friends, but I submit to you that it is inherent in any and all attacks we might make on censorship legislation . . . and it might be prudent if we all devoted more time to *teaching* the real and lasting meaning of freedom, and its attendant responsibility, mightn't it!

But . . . back to the censorship problem per se. One of the oft-heard claims against movies is that "movies cause juvenile delinquency." Wouldn't it be wonderful if we could proclaim that merely by the elimination of the neighborhood movie theater . . . or even certain "types" of movies, by the closing of all printing presses, by the burning of all books by certain authors, or by the elimination of all radio and television stations . . . we could solve once and for all the problems of juvenile delinquency! How disarmingly simple! The real *facts*, if one inquires, would hardly support such claims. Unfortunately history tells us that young people have failed to conform, some even being misguided into explosive and violent behavior patterns . . . long before the invention of the printing press, the motion picture screen, or the air wave! So, it would behoove the public to inquire further, but most of us are lazy in this, I suppose . . . too willing to be "handed" a point of view.

With a bit of inquiry one would learn that many studies have been done on the etiology of juvenile delinquency . . . and, without exception they agree on one point, namely that the causal factors are complex, numerous, and in varied combinations with each case. Some of you are familiar with the findings of

Dr. and Mrs. Sheldon Glueck, for instance. They list these five basic and significant factors contributing to juvenile delinquency:

1. Culture conflict
2. Defective home environment
3. Educational deficiencies
4. Unwholesome use of leisure time (gambling, drinking, drug addiction and sex misbehavior are listed here)
5. Psychological defects.

It has also been pointed out in other studies that interpersonal relationships of involved individuals play a major part in motivating a young person to commit a crime against society. The "*Australian Journal of Psychology*" revealed in a recent article that the following were also basic to such manifestations of aggressive defiance: personal tensions, defective discipline, insecurity, lack of home guidance, and emotional instability.

J. Edgar Hoover in his recent article titled "Counterattack on Juvenile Delinquency" lists a six point plan to combat it . . . and first on this list is "Accent the Responsibilities of Parents." At NO time has he recommended that we place into the hands of the law the right to withhold information from our children. He knows better what the real causes are. He goes on to say, "Any program to combat juvenile delinquency can begin in only one place . . . the home. Abdication of parental responsibility . . . a malignant form of self-indulgence before duty . . . has gained a strange hold on all too many households today. Unquestionably the very heart of the delinquency rests with the family. When mothers and fathers fulfill responsibilities of parenthood, juvenile crime cannot exist." Could this be a clue to why parents recommend fighting the dragon of juvenile delinquency with a mere feather as a weapon . . . the feather of control over what they "suspect" to be at fault? Perhaps it is a clue . . . it is obviously the "easy" answer . . . and perhaps we together are not doing enough to educate, once again, the average parent on these matters.

May I now direct your attention to another characteristic of our reading and viewing public which again would indicate apathy and a failure to exercise its freedom to inquire. I recently took a telephone call from an irate person who wanted to "talk to someone about those awful gangster films." She was phoning long-distance . . . I discovered after about forty-five minutes of colorful conversation! She was directing her remarks primarily to the picture "Al Capone," it seemed. Knowing something about the film I asked her if she herself had seen it. Her answer was "No." I asked if the friends and neighbors she so glibly quoted had seen it. She "wasn't sure." (I happened to know it was not in general release at that time.) She then asked me if this particular film had received the Production Code Seal. I said "Yes." Well . . . this really brought forth a tirade of no small measure. When there was a pause, once I had "picked myself up and brushed myself off," I patiently explained to her that approximately 90% of the films in release DID conform to the standards set forth by our Production Code. And, further, I knew automatically that since the film "Al Capone" had the Seal it had to portray that "good wins out over evil," that law-and-order is desirable and worth fighting for, and that all the criminal characters looked like the twisted misfits they are or were. These, among other standards, are exacted of films receiving the Code Seal. I was pleased to add that Senator John McClellan had written the following about the very film to which she was directing her uninformed remarks: "This film should be shown throughout the land. Every citizen of this country should have an opportunity to see it. In my judgment it will have a potent influence for the maintenance of law and order and for the preservation of decent society in this country."

Well, there you see it as we sometimes see it . . . easy suppositions based on few facts and limited experience. You, too, witness this applied to the books that are condemned on hearsay, the authors whose works are pronounced "unfit" by those who have left their works unread! These individual expressions of censorship, which unfortunately lead to joining the bandwagons promoting legalized censorship, rather emphatically point up the public's urge to REform without first exercising its responsibility to be INformed!

Let's take a closer look at those who think with such shallow thought . . . yes, even militantly defend their points of view! In my opinion they are truly formidable enemies of the freedoms of speech, the press, and inquiry in which we believe. Why do I think they are formidable? Well, in the first place, they inevitably appear to be on the side of "righteousness" . . . defending "good" things and condemning "bad" things. They can frequently cite examples, out of context in most instances, which easily bring emotional reaction from their listeners . . . adding to their following substantially. They are usually fighting some cause for "their kids." Now . . . who among us is going to stand up and say THAT is wrong! They are deluded, as are all reformers, by the "simple answer" . . . and sadly enough are unwilling to learn the facts. They are easily . . . and lazily . . . led. They do not understand the freedoms they enjoy . . . nor are they desirous of learning more about them. Little do they appreciate the fact that in their country they can buy the newspaper or magazine of their choice, can read the books of their choice, can follow the religious creed of their choice, can tune in the radio or TV programs of their choice, and can attend the theater of their choice! Yes, this thumbnail sketch tells me we are fighting this battle against a truly formidable opponent. For it is *also* the shallow thinker who would believe that one "favors sin" because one does not fight to eliminate what *he considers sinful*. It is the shallow thinker who would never probe deep enough to see the underlying fallacies . . . yes, even dangers . . . in what he is proposing as easy solutions to social problems. And, it is the shallow thinker who will be led easily down this path and even activated into unrestrained participation in any organized effort in behalf of censorship. Formidable indeed, I say.

Ralph Waldo Emerson once said, "The less government we have the better . . . the fewer laws and the less confided power. The antidote to this abuse of formal government is the influence of private character, the growth of the individual." And, this . . . the growth of the individual . . . resounds with meaning as we consider the freedom of inquiry. We who regard this for the precious possession that it is, and who see the world shrinking daily as our technical developments in mass communications become more proficient, know the magnitude of any threat to this freedom. Several weeks ago I had occasion to discuss with Mr. Eric Johnston, President of our Association, his visit with Mr. Khrushchev in his Black Sea summer home, and his meeting with Mr. Mikoyan who had just visited our country. He said to me, "The cold war can only be stopped in one of two ways—either by force or by evolution. If it is external force, it would be a world war which we would deplore. If it is internal force, it would be a revolution. I see no signs of this. The only other method of eliminating the cold war is a slow and gradual evolution which can only come through understanding. Understanding is attained through communication. Communication takes many forms such as the exchange of artists, technicians, scientists, etc.; adequate reporting with the freedom to do so; motion pictures with the freedom to show them; and many other means. Our hope is that through communication there will be a gradual understanding so that the Soviet Union will eventually comply with the ethics and morals of modern society." How right he is! This too is a form of freedom of inquiry! Progress in this world is dependent on it,

for progress cannot take place in a climate of ignorance or controlled thought, can it?

With some understanding of the dictatorships throughout history; yes, even with the sad cries of the oppressed in Nazi Germany still ringing in our ears, isn't it shocking that so many of our people fail to see the *hidden* dangers of each enacted censorship law? How can they fail to understand that each such law leads us one step closer to a totalitarian form of government . . . dangerously close to confided power? The very foundations of our freedom for which their ancestors, and indeed Elijah Lovejoy and others, fought and died are shaken by this reluctance to defend our right to a free and responsible press in all forms. Never has a dictatorship existed which did not first, in its rise to power, impose censorship laws on the press! James Russell Lowell wrote so eloquently:

"And I honor the man who is willing to sink  
Half his present repute for the freedom to think,  
And, when he has thought, be his cause strong or weak,  
Will risk t'other half for the freedom to speak."

No, the battle is not yet won, my friends. The risk is still there. You in library work are certainly doing your share in so many ways, and I commend you. Your integrity in this matter withstands the most careful scrutiny. And we too are battling for the principles inherent in this discussion. Perhaps I need not point out to you that we know every movie is not going to measure up to the standards of every movie goer . . . just as you know every book is not going to measure up to the standards of every reader . . . nor will art for all art lovers, music for all music lovers, etcetera. But, "beauty is in the eyes of the beholder" so often, we realize . . . and so is ugliness. And, together . . . you librarians and we who respect the great potential of the screen medium . . . we must be relentless in our efforts to enlighten our people to this point of view . . . leaving the door wide open for humanity's continuing search for wisdom.

In closing, let me bring just one light touch to this rather energetically serious presentation of my profound subject by reading a short but appropriate poem by Stoddard King:

"A writer owned an asterisk,  
And kept it in his den,  
Where he wrote tales (which had large sales)  
Of frail and erring men;  
And always, when he reached the point  
Where carping censors lurk,  
He called upon the asterisk  
To do his dirty work"

Thank you.

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*March-June 1959*

*Edited by HARRY E. FOSTER, Technical Counselor, Division of Library Extension,  
State Department of Education, Baltimore.*

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(Continued on page 6)

## MARYLAND LIBRARY ASSOCIATION REGIONAL MEETING

*Centreville, Maryland -- October 30, 1959*  
*Old Wye Church*

Registration: 11 A.M.

Luncheon: 12:30 P.M.

Meeting and program to follow:

Greetings by Mr. Horace Morgan, President, Board of Trustees, Queen Anne's County Public Library.

Introduction of officers

Announcements of Maryland Library Association Activities

Theme: Situation with regard to library legislation in Maryland.

Speaker: Mrs. John H. Werner, President,

Montgomery County Council

Discussion from the Floor will be moderated by

Mr. Robert S. Ake, Assistant Director, Enoch Pratt Free Library

Members are cordially invited to visit Mr. Arthur A. Houghton's private library in the morning before lunch.

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*Notes*

## MARYLAND LIBRARY ASSOCIATION REGIONAL MEETING

*Frederick, Maryland -- November 6, 1959*  
*Francis Scott Key Hotel*

Registration: 11 A.M., Mezzanine

Luncheon: 12:30 P.M., Ballroom

Meeting and program to follow:

Greetings by Mr. Parsons Newman of Frederick.

Introduction of officers

Announcements of Maryland Library Association Activities

Theme: Situation with regard to library legislation in Maryland.

Speaker: Mrs. John H. Werner, President,

Montgomery County Council

Discussion From the Floor will be moderated by

Mr. Robert S. Ake, Assistant Director, Enoch Pratt Free Library.

Members are cordially invited to visit Hood College Library and the C. Burr Artz Library in the morning before lunch.

— — — — — **DETACH and MAIL** — — — — —

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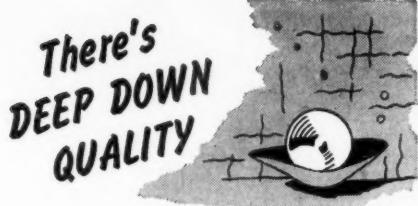
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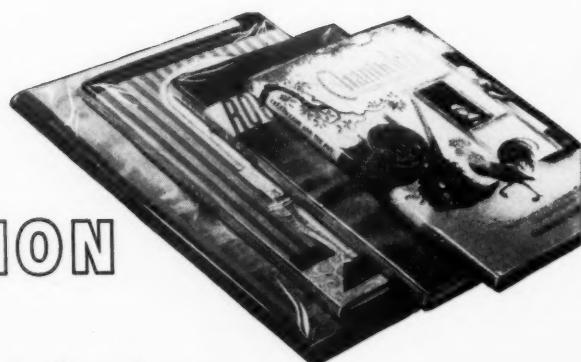
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